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ABSTRACT

Nearly one out of every four students enrolled in Chicago's elementary and secondary schools during the 1987-88 school year attended one of the city's 450 private schools. Although frequently overlooked by city-wide educational reform programs, the private schools contribute to the urbanization of newcomers to the city, to the stability of neighborhoods, to setting standards for public schools, and to urban civility. The following enrollment trends from 1976 to 1987 are reported: (1) the number of Catholic schools, the single largest group, declined from 291 to 239, and enrollment declined by 25 percent; (2) enrollments at Lutheran schools dropped 35 percent, and 2 elementary schools that closed were reopened as day care centers; (3) the number of other Christian schools, notably those under Evangelical sponsorship, has grown from 13 to 45 and enrollments have increased; (4) the number of Jewish day schools rose from 7 to 9 and enrollments also rose significantly; (5) 3 Islamic/Muslim schools have been established with a total enrollment of 192; (6) the number of independent schools rose from 23 to 32 and overall enrollments increased; (7) the number of proprietary schools doubled; (8) enrolled in the city's 4 Montessori schools remained stable; and (9) the number of special education schools dropped from 75 to 66 and enrollments also declined. The following fund raising initiatives have been used successfully by financially strapped private schools: (1) new corporate and foundation support; (2) support from religious organizations; (3) multiplying scholarships; (4) community initiatives; and (5) outreach programs. Statistical data are included on five tables. A list of local associations and central offices for private schools is appended. (FMW)

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Chicago's Private Elementary and Secondary Schools:

Enrollment Trends

Catholic	Jewish	Montessori
Lutheran	Independent	Special Education
Other Christian	Proprietary	Islamic/Muslim

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A Report from the

Institute of Urban Life

1990

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I. Introduction

Nearly one out of every four students enrolled in Chicago's elementary and secondary schools attends a private school. During the 1987-88 school year, some 450 private schools with a total enrollment exceeding 125,000 were operating in Chicago. In the same school year, the city had 595 public schools with a student population of 420,000. (See Table I.)

As the Illinois General Assembly in the late 1980s focused more and more attention on reform of the Chicago public schools, watchful citizens began taking a second look at other alternatives, such as the city's extensive "network" of private schools. As the demand for better schools becomes more effective, an opportunity will exist for long-range planning and for radical approaches that would ensure in Chicago a vastly improved education for all school-age children—whether in a public or private school.

Seeking to transform Chicago's public schools, the Illinois legislature finally empowered parents in 1989 so that they could, in fact, influence the curriculum and leadership of local public schools. How useful is competition from private schools in stimulating self-improvement by public school officials? Are public schools the only viable educational alternative for lower-income families? These questions are topics that dominate discussions not only in the downtown corridors of power but in every Chicago neighborhood as well. The value of private schools to the vitality of Chicago and their future prospects are receiving more attention.

The development of sound governmental policy and the mobilization of a citizen consensus would be facilitated by solid information about the state of Chicago's "network" of 450 private schools. Until now, no such overview has been available. For these reasons, the Institute of Urban Life undertook this study of Chicago's private elementary and secondary schools. It inventories: (1) the number and astonishing variety of such schools; (2) their enrollments by affiliation (Lutheran, Jewish, Montessori, independent, Catholic, etc.); (3) recent school closings and openings; and (4) significant trends, short term and long term, among Chicago's private schools. This study is a deliberate effort at consciousness raising.

Progress in public school reform is likely to be a prolonged enterprise. Consider only the active resistance from public education's special interests: school bureaucracies, professional associations, teachers' unions, educational consultants, suppliers, busing companies and other school contractors. The citizenry's demand that

Chicago public schools be reformed, now in its third decade, will continue to be a major policy issue through the 1990s, provoking heated discussion and more debate.

Nationally, there is little doubt that the issue of educational choice is paramount for policy makers in Washington and in state capitols. Parents, not the government or church, are once again being recognized as the child's primary educators. The role of religious, governmental or other influential institutions is to assist parents in carrying out their responsibilities to children. As time goes by, the family is once again seen as the basic educational unit; other entities are viewed as mainly supportive. Hence state and local governments seek ways to enhance the parents' ability to choose the school—public or private—which in their judgment best meets the educational needs of their children.

In some states, steps are being taken to enable parents in poverty to do for their children what higher income parents have been doing all along: selecting the best school—private or public—for their children. The concern of many legislators is to ease the burden shouldered by the working poor and public aid families, who have to sacrifice much when they choose a private school in order to give their children a basic education. The biggest single selling point of public schools, for the majority of parents, is that they are tuition-free. When it comes to freedom of choice in education, should there be any second-class families? Educational opportunities for families in poverty are severely restricted at the present time.

This study will be especially useful to the key parties involved in formulating educational policy: state legislators, state and local boards of education, the U.S. Department of Education, local elected officials, and others. It will also be of interest to local associations of private schools, as they too plan for the future.

This study was made possible by a grant from the Lloyd A. Fry Foundation. A special word of appreciation is due Adam Gross, Gladys Knowles and Lynn Raymond who were the research assistants.

Ed Marciniak, President
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II. Chicago's Private Schools: A Report Card

In the current clamor for radical reform of the Chicago public schools, educators, civic leaders and elected officials tend to overlook the urban contribution of private schools, which also educate the city's school-age children. The importance of these private schools to the urbanization of newcomers to the city, to the stability of neighborhoods, to setting standards for public schools, and to urban civility is undervalued. Yesterday's graduates of private schools also serve their city today as school teachers, firefighters, carpenters, doctors, secretaries, police officers, homemakers, sales people, storekeepers, computer specialists, ministers or priests, bus drivers, office workers, lawyers and nurses.

With some notable exceptions, the legacy of these schools, past, present and future, to Chicago's vitality is slighted. The indifference to private schools manifests itself in a variety of ways. Two such examples, out of many, are:

- The Chicago Sun-Times in December 1988 featured Rogers Park and Edgewater, two lakefront communities, in a 52-page supplement. Two of the supplement's 14 full-page articles gave a favorable review of the education provided at various local public schools. Not a word, however, was printed about the 15 private schools serving the same two communities.

- The 7th Annual [State Senator Richard] Newhouse Architectural Competition in 1989 awarded 31 prizes to Chicago high school students for their exceptional ability to draw, design and construct models. The winners received college scholarships and salaried summer internships with a major construction, engineering or architectural firm in Chicago. The annual competition, in cooperation with Skidmore, Owings & Merrill and the Chicago City Colleges, attracted 1,000 students as participants in 1989. The 34,000 students in the city's private high schools, however, were not invited to compete.

The journalist and the state senator, in each instance, proceeded as if Chicago's 450 private schools did not exist. Such an omission is not uncommon. Where then do private schools receive their fair share of recognition? Usually it is in the weekly neighborhood newspaper, such as the Southwest News-Herald or the Hyde Park Herald, which gives them and their students the most attention.

A private school, for the purposes of this study, is a freestanding, non-public elementary or secondary day school situated in Chicago. Pre-schools and

kindergartens only are excluded. In elementary schools with a kindergarten, all enrollment, K through 8, is counted. Almost all of these private schools can be found in the annual listing of "nonpublic schools" published by the Illinois State Board of Education.

Chicago's private schools form a mosaic. Some are independent. Some are alternative, proprietary and/or Montessori. There are Catholic, Lutheran, and other Christian schools. Others are Jewish or Islamic/Muslim. Still others are dedicated to special education for the handicapped. Their enrollment histories vary widely. In the school years from 1976-77 through 1987-88, enrollment in Catholic and Lutheran schools showed significant declines. At the same time, attendance at proprietary, Jewish, independent and other Christian schools rose dramatically. (See Table II.) Few large U.S. cities have as high a proportion of their total student population enrolled in private schools. Chicago's private schools enroll about 23 to 24 percent of the city's 545,000 elementary and secondary students.

Unlike public schools which serve a specific educational district, students in private schools often cross municipal boundaries to attend the school of their parents' choice. This study assumes that the interchange of students between Chicago and the suburbs, and vice versa, is approximately the same. Students who live in Chicago attend, for example, Luther East in Lansing, Montessori schools in the northwestern suburbs, Roycemore School in Evanston, Loyola Academy in Wilmette or the Arie Crown Academy in Skokie. Conversely, students who live in the suburbs travel to study in Chicago, for example, at St. Scholastica High School, De La Salle Institute, Quigley Seminary South, Brickton Montessori School or Anshe Emet Day School. Many of the private schools, especially at the secondary level, provide bus service to and from the educational facility as part of the city/suburban exchange.

On the other hand, enrollment patterns among various private schools in Chicago tend, in the main, to reflect national trends. In an article, "The Growing Nonpublic School Movement," in Educational Horizons (Spring 1989), Allan C. Ornstein, professor of education at Loyola University of Chicago, pointed out that nationwide:

> During the last two decades, enrollment in private schools has been increasing. Research indicates that the popularity of these schools is in part a response to the lack of moral education in public schools and the escalating problems with school vandalism, discipline, and drugs. It seems the separation of church and state has resulted in public school neutrality regarding the promotion of morals and values and created a vacuum for dealing with serious moral and social issues.
>
> Private school enrollment [fell] to a low of 4.9 million in 1980 (10.7 percent

Table I

COMPARISON OF PUBLIC AND PRIVATE SCHOOLS IN CHICAGO, NUMBER AND ENROLLMENT— 1976-77 AND 1987-88 SCHOOL YEARS

	1976-77		1987-88	
	Public	Private*	Public	Private*
Elementary				
Number	520	330	495	321
Enrollment	350,739	107,994	300,793	91,024
Secondary				
Number**	149	127	100	127
Enrollment	173,482	44,967	118,744	34,213
Totals				
Number	669	457	595	448
Enrollment	524,221	152,961	419,537	125,237

* Private "unit" schools, those with both elementary and secondary students, were counted only once, as secondary schools.

** This number for 1987-88 includes 35 public schools for the physically and mentally handicapped, students with special needs, bilingual education, adult education, and apprentice programs. Students on elementary, secondary, and post-secondary levels are served.

Source: Basic information was derived from annual listings of Illinois nonpublic schools, published by the Illinois State Board of Education, and from the "Racial/Ethnic Survey—Students" published annually in October by the Chicago Public Schools.

of total enrollments). Since then, private school enrollments have increased to 5.2 million students (11.7 percent of total enrollments), and they are expected to increase slightly in the 1990s. . . . By 1992, private schools will probably command more than 12 percent of the nations' K-12 enrollments.

This enrollment growth took place despite a dramatic plunge, since the middle 1960s, in attendance at Catholic elementary and secondary schools. During this quarter of a century, more than 4,500 Catholic schools nationwide closed their doors, with a loss of more than 3,000,000 students. In the middle 1960s, enrollment at Catholic schools constituted 87 percent of all those studying in private schools, dropping to less than 60 percent by 1989. During the 1980s, however, the enrollment skid at Catholic schools slowed noticeably. Furthermore, those Catholic elementary schools not run by a parish or diocese (numbering several hundred nationwide) continued to increase in number and total enrollment.

The loss of students in Catholic schools came at a time when attendance at other religious schools skyrocketed. Writing in the Wall Street Journal (3/6/88), James Davison Hunter, assistant professor of sociology at the University of Virginia, noted that:

> Evangelical schools and enrollment, on the other hand, have grown at a prodigious rate in the past two decades. Since 1965, enrollment in non-Catholic religiously affiliated schools (of which Evangelical schools are the major share) has grown 149 percent, accounting for roughly 2,500,000 students. The elementary and secondary schools educating these children number about 18,000. . . . What makes these trends all the more dramatic is the fact that U.S. Catholics have grown from 25 percent of the U.S. population in 1970 to 29 percent in 1987.

In Chicago between the 1976-77 and 1987-88 school years, enrollments dropped in both public and private schools: by 20 percent in the public sector (from 524,000 to 420,000) and by 18 percent in the private sector (from 153,000 to 125,000). (See Table I.) During these 12 years, the private school share of the city's elementary and secondary pupils remained the same, at 23 percent.* This "market share" was sustained despite a decline in the Catholic schools' proportion of Chicago's private school students: from 87 percent in 1976 to 79 percent in 1987. (See Table V.) The larger pupil losses at Catholic schools and smaller ones in Lutheran schools were balanced off by significant increases in enrollment at other Christian schools, Jewish day schools, independent schools and proprietary schools. (See Tables I and II.)

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* The private share of Chicago's student population in fact rose slightly during this period. The 1987-88 enrollment statistics for the Chicago public schools are somewhat misleading, as they include 13,000 children in headstart and pre-kindergarten programs, as well as several thousand adults in evening classes, driver's education, training for the skilled trades, practical nursing, etc. (See Table I.) If these students are not counted, as they are not in the private school totals, the official enrollment of 420,000 in the Chicago public schools for the 1987-88 school year, would drop to about 405,000. The proportion of all Chicago students enrolled in private schoolswould then be 24 percent.

Table II

PRIVATE SCHOOLS IN CHICAGO, ELEMENTARY AND SECONDARY, THEIR NUMBER AND ENROLLMENT BY AFFILIATION— 1976-77 AND 1987-88 SCHOOL YEARS

	1976-77		1987-88%		Change in
	Number	Enrollment	Number*	Enrollment	Enrollment
Catholic	289	132,169	239	98,792	-25%
Lutheran	41	6,917	40	6,174	-11%
Other Christian	13	2,236	45	5,698	155%
Jewish	7	1,508	9	2,031	35%
Islamic/Muslim	——	——	3	192	——
Independent	23	5,880	32	7,331	25%
Proprietary	5	248	10	1,259	407%
Montessori	4	620	4	607	-2%
Special Education	75	3,383	66	3,153	-7%
TOTALS	457	152,961	448	125,237	-18%

*"Unit" schools, those with both elementary and secondary students were counted only once, as secondary schools. Were they also to be tallied in 1987-88 as elementary schools, the total number of schools would be 466. The elementary and secondary enrollments of "unit" schools were, however, totaled separately.

Source: Basic information was derived from annual listings of Illinois nonpublic schools, published by the Illinois State Board of Education, and supplemented by other sources.

Many former Catholic school buildings in Chicago now house other private schools.

In order to assess enrollment trends among U.S. private schools, one other development nationwide needs charting. It helps explain, in part, why religious day schools have been given higher priority by parents and educators. For more than a decade, part-time religious education programs, almost across the board, have found themselves in trouble. Since 1970, Sunday schools, Hebrew afternoon schools, and other part-time programs of religious education for children have been losing students steadily. Consider the implications of reports such as these:

- Martin E. Marty in The Christian Century (2/25/89) wrote: "Statistics tell us that Sunday school enrollment has dived 34 percent since 1970 (from 40.5 million to 26.6 million). In 1970 ten percent of adult Americans reported having no Sunday school training as children; by 1986, twenty-seven percent had no recall of any."

- The Yearbook of American and Canadian Churches pointed out that: "Prior to 1971, Sunday school attendance was generally higher than church attendance." That has now changed.

- Attendance at afternoon Hebrew schools continues to decline in New York, Chicago, and elsewhere. The N.Y. Times (1/14/86) reported that "Enrollment in afternoon Hebrew schools in the New York metropolitan area is steadily declining. . . . Nationally, the registration has fallen from a high of 540,000 in 1962 to 220,000." The Chicago Reporter (3/87) found that "Chicago-area Hebrew schools—afternoon or Sunday schools that offer only religious instruction—have experienced a 15 percent decline in enrollment" in the past decade.

- A diocesan director of Catholic religious education noted that 60 percent of the nation's Catholic children are not attending either a Catholic school or an after-school or Saturday class in religion. Local Catholic educators who were consulted indicated that the Chicago percentage, while less than the national average, was "large enough to be very disturbing."

The precipitous decline in attendance rekindles the interest of religious and civic leaders in the future of private schools. Will these schools continue to play their historical roles in helping move new immigrants and low-income families into that urban mainstream which is Chicago? Will these schools be around in the year 2,000 to offer a curriculum and educational environment which are value-centered?

III. Enrollment Trends in Chicago's Private Schools: 1976 to 1987

Chicago's medley of 450 private schools represents not only amazing variety but educational entrepreneurship as well. These elementary and secondary schools differ in sponsorship, financial stability and size— with attendance ranging from 16 to 2,400. Many are grassroots, community-based initiatives. Others are funded in part by religious institutions. Some are alternative schools; others are established, nationally recognized, educational institutions. While several dozen private schools cater chiefly to the middle class and wealthy, the overwhelming majority serve working class households, families in poverty (including those who live in public housing projects), the working poor and all minorities. Private schools ordinarily are not as racially segregated as are their counterparts in the public sector.

The 450 private schools are not concentrated in any one section of Chicago, but are widely scattered throughout the city. Every ward and every neighborhood have at least several private schools. New private schools open each year in Chicago's middle class, home-owning communities, where parents can afford the tuition. More importantly, however, new schools each year appear also in inner-city neighborhoods where low-income parents desperately search for alternatives to provide a better education for their children. Educational pluralism is a hallmark among Chicago's 1,043 public and private schools.

In its annual listing of nonpublic schools, the Illinois State Board of Education identifies private schools by 27 different "affiliations." For purposes of this study, the 27 "affiliations" are reduced to nine, each one easily traceable to the original 27. In this study, one new "affiliation" appears: a privately owned, independent school operated as a business is listed as "proprietary." (See, for example, Table II.)

A. Catholic School Trends

Catholic schools represent, by far, the largest single network of private schools in Chicago: 53 percent of the city's 448 private schools and 79 percent of the student population. (See Tables II and V.)

During the 12-year period from 1976 to l987, 52 Catholic schools closed their doors, dropping the total number from 291 to 239. Overall enrollment in both elementary and secondary schools declined in this same period by 25 percent, from 132,169 in the 1976 school year to 98,792 in 1987.

In the 1976 school year, there were 236 Catholic elementary schools with 92,786 students registered; twelve years later, in 1987, there were 200 schools with 70,893 pupils. At the secondary level, there were 53 schools with a student population of 39,383 in the 1976 school year. A dozen years later, there were 39 high schools with 27,899 students.

The 30 percent decline in the number of secondary school students was significantly larger than the 14 percent loss of pupils attending Catholic elementary schools.

Since 1987: School closings continued. Five elementary schools were closed (two of them merging with other schools); and four secondary schools were closed (two of them merging with Mendel High School, situated on the city's far south side and renamed the St. Martin de Porres Academy).

A new Catholic school, the first in 28 years, opened during the 1989-90 school year at Old St. Patrick's parish situated on the western edge of Chicago's downtown. Beginning with pre-school and kindergarten programs, it plans to offer classes through the eighth grade by 1994. To do away with overcrowded classrooms, the St. Thomas of Canterbury School in the Uptown community began building in 1989 a three-story addition which will be ready in the fall of 1990. The school had a waiting list of 85.

In Catholic schools the count of elementary and secondary students who are not Catholics keeps rising each year. In the 1987-88 school year, 16 percent were not Catholics. In the 135 schools situated in Chicago's inner city neighborhoods, more than 40 percent of the 42,000 students were not Catholics, and a large majority (85 percent) were also black, Asian or Hispanic.

B. Lutheran

During the 1976 school year, two Lutheran secondary schools served Chicago; the same schools were still operating in 1987. Their combined enrollments, however, dropped 35 percent, from 1,704 in the 1976 school year to 1,104 in 1987. In the 1987 school year there were 38 elementary schools, one less than in 1976. The number of elementary pupils declined only slightly, from 5,213 in the 1976 school year to 5,070 in 1987.

The two secondary schools, Luther North and Luther South, and the large majority (29) of Lutheran elementary schools come under the jurisdiction of the Lutheran Church—Missouri Synod. The Lutheran Church—Wisconsin Synod sponsors one school; eight others are sponsored by the Evangelical Lutheran Church of America.

In recent years, the number of non-Lutheran students has steadily increased at those schools serving Chicago's inner-city neighborhoods. A 1985 study of enrollment in Lutheran elementary schools in Chicago reported that: "In 1980 it was estimated that one-half of all pupils were non-Lutheran; now the proportion is presumed to be much higher." The non-Lutheran students come, increasingly, from black families.

Since 1987: At two Lutheran facilities where elementary schools had been closed earlier, two day care centers were opened. If these pre-school programs prove to be successful, the schools, their sponsors report, may be reinstated.

C. Other Christian

In this century the two largest groupings of private schools operating in Chicago have been those under Catholic or Lutheran auspices. Both groups, however, suffered sizable losses in enrollment since the 1976 school year. Locally in Chicago, as well as nationally, it has been the other Christian schools, notably those under Evangelical sponsorship, that have grown in number and increased their enrollment.

In the 1976 school year, Chicago had 13 "other Christian schools" (10 elementary and three secondary). In1987 there were 45 schools (35 elementary and 10 secondary). Nine of the 10 secondary schools were "unit" schools, i.e. attended also by elementary pupils. The number of elementary students rose from 2,001 in the 1976 school year to 5,419 in 1987; secondary school enrollment rose from 235 in the 1976 school year to 279 in 1987.

The "other Christian schools" also refer to four Seventh Day Adventist schools (two "unit" schools with both elementary and secondary attendance and two elementary schools); three Pentecostal schools (two elementary and one "unit"); two Greek Orthodox elementary schools; two Episcopalian elementary schools; and one Mennonite school.

Since 1987: Two elementary schools closed. In the 1988 school year Maranatha Christian Academy, previously an elementary school, began offering high school classes.

Planning is currently underway for a new school in the South Loop section of Chicago's downtown. A group of parents and educators organized the Great Lakes Preparatory School Association to open an elementary school, one of whose goals is "teaching the nature and task of the Christian life in a pluralist society." The opening is targeted for 1992.

Table III

PRIVATE ELEMENTARY SCHOOLS IN CHICAGO, THEIR NUMBER AND ENROLLMENT BY AFFILIATION— 1976-77 AND 1987-88 SCHOOL YEARS

	1976-77		1987-88	
	Number	Enrollment	Number*	Enrollment
Catholic	236	92,786	200	70,893
Lutheran	39	5,213	38	5,070
Other Christian	10	2,001	35	5,419
Jewish	4	1,013	5	1,584
Islamic/Muslim	——	——	1	163
Independent	10	3,815	16	4,175
Proprietary	5	248	10	1,259
Montessori	4	620	4	607
Special Education	22	2,298	12	1,854
TOTALS	330	107,994	321	91,024

*"Unit" schools, those with both elementary and secondary students were only counted once, as secondary schools. Were they also to be tallied as elementary schools in the 1987-88 school year, the total number of schools would rise to 339.

Source: Basic information derived from annual listings of nonpublic schools, published by the Illinois State Board of Education, and supplemented by other sources.

D. Jewish

The number of Jewish day schools in Chicago rose from seven in the 1976-77 school year to nine in 1987. The enrollment in Jewish schools also rose significantly, at the elementary level from 1,013 in the 1976 school year to 1,584 in 1987. High school attendance remained more or less stable: 495 students in the 1976 school year compared to 447 in 1987, even though the Arie Crown Academy, situated in Chicago in 1976, had moved to Skokie before the 1987 school year.

A report, "Attendance at Jewish Day-Schools climbs steadily," in the Chicago Reporter (3/87) noted that attendance at Hebrew afternoon schools had declined steadily during the last two decades. On the other hand, "in the past decade, Jewish day schools—private elementary and secondary schools that provide academic and religious instruction to Jewish students—have increased their enrollment by about 16 percent in the Chicago area. As a result of rising enrollments, nationally and locally, Jewish Day schools experience an acute shortage of teachers qualified in Jewish studies. The increasing attendance is to be found at day schools sponsored by the Orthodox, Conservative and Reformed branches of Judaism.

The conventional wisdom within the Jewish community of the Chicago metropolitan area is that no child will be denied an education in a Jewish day school for lack of funds. Thus, Chicago's Jewish leadership reflects the growing nationwide concern about the future of American Judaism. More and more Jewish congregations, across the board, now mobilize support for Jewish day schools. The 1989-90 budget of the Jewish Federation for Metropolitan Chicago allocates monies to fund a "scholarship process" that provides assistance "based on individual financial need."

Since 1987: Two elementary schools opened: the Rosenwald School on North Sheridan Road in the Edgewater community and the Veitzener Cheder School in the West Ridge community. Jewish elementary schools in Chicago now number 11. In addition, the Anshe Emet Day School in the Lakeview community began offering high school classes. The boys' division of the Cheder Lubavitch day school moved from the North Park community to Howard Street in Skokie. And the Associated Talmud Torahs now sponsor a unique day school in the West Ridge community, as part of a "Russian Transitional Program."

E. Islamic/Muslim

In the 1976 school year there was no public record of any Islamic/Muslim day school in Chicago. By 1987, twelve years later, there were three, two with high school programs. Their total enrollment was192. Two other Islamic schools are located in the suburbs, one in Villa Park and the other in Bridgeview.

Table IV

PRIVATE SECONDARY SCHOOLS IN CHICAGO, THEIR NUMBER AND ENROLLMENT, BY AFFILIATION— 1976-77 and 1987-88 SCHOOL YEARS

	1976-77		1987-88	
	Number	Enrollment	Number*	Enrollment
Catholic	53	39,383	39	27,899
Lutheran	2	1,704	2	1,104
Other Christian	3	235	10	279
Jewish	3	495	4	447
Islamic/Muslim	—	—	2	29
Independent	13	2,065	16	3,156
Proprietary	—	—	—	—
Montessori	—	—	—	—
Special Education	53	1,085	54	1,299
TOTALS	127	44,967	127	34,213

* "Unit" schools, those with both elementary and secondary students, were only counted once, as secondary schools.

Source: Basic information derived from annual listings of Illinois nonpublic schools, published by the Illinois State Board of Education, and supplemented by other sources.

Since 1987: In 1989 a fourth school was opened by the Nation of Islam on South Stony Island Avenue in Chicago. Currrently an elementary school, it eventually expects to enroll high school students.

F. Independent

Over the 12-year period the number of Independent schools in Chicago rose from 23 in 1976 to 32 in 1987. (For the purpose of this study, independent schools are private, not-for-profit schools without a special religious affiliation.) Overall enrollment for the 1976 school year totaled 5,880, increasing to 7,331 by 1987. The 10 elementary schools in the1976 school year increased to 16 by 1987. They had 3,815 pupils in the1976 school year, their number growing to 4,175 by 1987. The 13 secondary schools in the1976 school year increased to 16 by 1987. The high schools enrolled 2,065 students in the 1976 school year, their number rising to 3,156 by1987.

As a unique example of public/private collaboration, the Ecole Francaise de Chicago provides a curriculum for French-speaking children jointly with the Abraham Lincoln Elementary School situated in the Lincoln Park community. The French private school is housed in the Abraham Lincoln public school where the "American part of school is free, the French part is fee paying." The regular public school students can enroll, without a fee, in classes offered by the French school's teachers.

Since 1987: Three elementary schools were closed: The Accounters Preparatory Academy, Gene Box School and the Phoenix School. (The Accounters Center continues to operate an after school program.) Chrysalis Learning Community, a secondary school, was also closed.

Two new elementary schools were organized: Brown International, situated in Chicago's downtown area, was opened in 1988 with 40 students from pre-school through the 6th grade. In September 1988, the Corporate Community School in the Lawndale community was launched. It is a unique school: a private, tuition-free elementary school organized, funded and sponsored by a coalition of business, educational, and community leaders. It hopes to become a model for the improvement of public schools situated in the inner-city neighborhoods of urban America.

Schools that provide a less structured educational environment are frequently designated as an "alternative" to a regular elementary or secondary school. Many are organized specifically to ease dropouts back into a "regular" school setting. Alternative schools that operate full-time and reach out primarily to students 16 and younger are included in this study. These alternative schools are not listed separately. Some are independent schools; others are affiliated with a religious group or offer special education.

G. Proprietary

An independent school operated as a privately owned business is considered "proprietary." The number of known proprietary schools in Chicago doubled from 1976 to l987.

In the 1976 school year Chicago had five proprietary schools with 248 pupils. In 1987 Chicago had 10 such schools with 1,259 pupils. Chicago's proprietary schools only served students K through 8. Some proprietary schools, such as Lake Shore Schools, operate from more than one location; these are counted as a single school.

Since 1987: No new proprietary schools were identified; nor were any existing ones closed. The I.D.E.A.L. Learning Center which operates counseling, testing and tutoring centers in Chicago and suburbs announced that it would be opening an alternative high school in the Lincoln Park community in the 1990-91 school year.

Several of Chicago's proprietary schools emerged as extensions of successful pre-school programs. A Pre-School Owners Association in Chicago represents operators of day care centers and after school programs. The association also includes proprietary schools in its membership.

In the Illinois State Board of Education's annual listing of Illinois "nonpublic schools," proprietary schools are slotted in the "independent" category.

H. Montessori

Since the 1976 school year, enrollment at Chicago's four Montessori elementary schools remained about the same: 620 pupils in the 1976 school year and 607 pupils in 1987. On Chicago's south side during this period, two Montessori schools shut their doors but another two were opened. (Chicago also has six Montessori centers which enroll pre-school children only.) While many schools have adopted Montessori methods only schools affiliated with the Illinois or American Montessori Societies are included in this category.

Since 1987: The Montessori School situated in the South Shore community closed. The Brickton Montessori School moved from suburban Norridge to a new location in Chicago near O'Hare Airport. The greatest growth of Montessori schools continues to occur in the city's suburbs where both enrollment and schools multiply each year. In 1985, for example, there were 33 suburban day schools; by 1989 that number had risen to 49, one of these a high school.

Table V

CHICAGO'S PRIVATE SCHOOLS: THE SHARE BY EACH AFFILIATION OF TOTAL SCHOOLS AND ENROLLMENTS— 1976-77 and 1987-88 SCHOOL YEARS

	1976-77		1987-88	
	Number	Enrollment	Number*	Enrollment
Catholic	64%	86%	54%	79%
Lutheran	9%	6%	9%	5%
Other Christian	3%	1%	10%	5%
Jewish	2%	1%	2%	2%
Islamic/Muslim	——	——	.3%	.2%
Independent	5%	4%	7%	6%
Proprietary	1%	-1%	2%	1%
Montessori	-1%	-1%	1%	1%
Special Education	16%	2%	15%	2%

* "Unit" schools, those with both elementary and secondary students, were only counted once, as secondary schools.

Source: Basic information derived from annual listings of Illinois nonpublic schools, published by the Illinois State Board of Education, and supplemented by other sources.

I. Special Education

These are private schools which specialize in programs for pupils who are mentally or physically handicapped. The number of special education schools dropped from 75 in the 1976 school year to 66 in 1987. Enrollment also declined, from 3,383 pupils in the 1976 school year to 3,153 in 1987. The number of elementary students declined (from 2,298 in the 1976 school year to 1,854 in 1987) while the number of secondary students increased (from 1,085 in the 1976 school year to 1,299 in 1987).

During this 12-year period, several schools moved to the suburbs. Some secondary schools became vocational schools. In addition, 10 of the elementary schools that were operating in the 1976 school years have begun offering high school classes.

Some special education schools have a religious or other affiliation. They are counted here, rather than elsewhere in this study. Among the 66 special educational schools, for example, one is Lutheran, three are Jewish, five are Catholic and one is Montessori.

Since 1987: No new school openings or closings of special education schools were reported.

* * * * *

The school enrollment information does not include children taught at home. Such families that provide the schooling for their children are known as "home schools." Information about them is difficult to obtain. At the Chicago Board of Education, for example, home schools are registered through the board's truancy staff. At the present time, according to the State Board of Education, 16 Chicago families are officially registered as home schools. While that number is an undercount, accurate estimates are not easy to obtain. Casey Banas, education writer for the Chicago Tribune, reported in 1989 that there are "possibly 4,000 youngsters in Illinois and up to one million in the United States in the home school movement."

IV. Private Schools As Enterprising Institutions

The public image of Chicago's private schools has been shaped in large part by the presence of well-established and nationally known schools: Francis W. Parker School, Harvard School, Latin School of Chicago, St. Ignatius College Prep, Chicago Academy for the Arts, Chicago City Day School, Mount Carmel High School, Ancona School, Mother McAuley Liberal Arts High School, Hardey Preparatory School, Morgan Park Academy, University of Chicago Laboratory Schools, Chicago Waldorf School, and others. They charge substantial tuitions and enroll students whose parents usually can afford it.

At these schools parents are expected to do extensive fund raising.* The names of the schools' board of directors frequently echo the "who's who" of Chicago. Some schools have a waiting list. A few even enjoy a modest endowment. All of them must push to balance the annual budget—whatever its size. These schools have earned a reputation for educational excellence and at the secondary level often graduate students who are honored as National Merit Scholars. These schools, however, constitute only a small minority (less than 10 percent) of Chicago's 450 private schools and their 125,000 students.

Neighborhood-based Private Schools

The more typical private school, however, is a neighborhood-based institution, usually with a religious affiliation. It is smaller in size than the local public school, often enrolling two or three hundred students. It struggles fiercely each year to reduce the inevitable deficit. Such schools, more than 400 of them, are dispersed throughout Chicago. Their diversity is legendary. Every city neighborhood has at least one of them. Furthermore, most of the new private schools, usually those under religious auspices, open their doors in inner-city neighborhoods.

These schools are fragile institutions, generally operating on shoestring budgets. They compete for teachers who could earn much higher salaries in the public school sector. They strive to keep tuition down so as not to exclude children from lower-income families. They are unable to accumulate reserves; yet they must cope with aging buildings and deferred maintenance. For their survival, these schools depend upon a precarious combination of lower tuition, underpaid staff, dogged Leadership, low overhead, dedicated volunteers, reassuring security, scholarships,

* Proprietary schools are an exception. They are private businesses whose income comes from tuition and which persevere because of low overhead and entrepreneurial initiative. Furthermore, they provide an educational alternative for parents who are dissatisfied with local public and private schools.

subsidies, and a reputation for giving a good education, maintaining discipline (no gangs, drugs or violence) and transmitting shared values. Their frailty is publicly exposed each year when the media report that one or more private schools have shut their doors for the last time.

The future of the neighborhood-based, not-for-profit private schools remains uncertain. The reasons for their vulnerability lie in the very nature of these urban educational institutions:

- They remain in the neighborhood as the population changes, in race, religion or ethnicity and as their traditional sources of local financial support move elsewhere. Also, newcomers to the neighborhood may not only be lower-income families; they may also not be as committed to a private school as were their predecessors.

- More than 90 percent of the students in Chicago's private schools attend an institution with a religious affiliation. As the amount of subsidy from the local congregation continues to shrink, the school is forced to raise the tuition. In the inner-city neighborhoods especially, any shifting of mounting school costs to parents, via higher and higher tuition, reaches a point of diminishing returns and often becomes self-destructive. Each raise in tuition excludes additional families who then cannot afford, even at considerable personal sacrifice, to send their children to the school.

- As more of these private schools rely on a downtown entity or a religious denomination for financial aid, the total burden on the central office becomes weightier and more difficult to carry each year. When cuts in such subsidies become necessary, some schools habituated to financial dependency have to close. Other private schools, as outside subsidies evaporate, put together new systems of financial support through work/education and scholarship/tuition grants to give lower- income families an opportunity to send their children to the school of their choice.

To cope with these unsettling conditions, radical steps have been taken to change the management and financing of private schools, to gain community support and to encourage parental involvement. Some supporters of private schools, in frustration, have suggested that the survival and further growth of most private schools in Chicago depend primarily on the success or failure of public school reform. What they mean, for example, is that parents who conclude that the Chicago public schols are not improving may then transfer their children to private schools. This point of view is not only illusory but self-defeating as well. The future of neighborhood-based private schools, especially those with a religious affiliation, is tied to the enterprise of local leaders, church pastors and/or active parents—and to new sources of support.

Since the 1970s various initiatives have been pursued to ensure the presence and continuing influence of private schools in Chicago. Despite inflationary pressures and the hazards of deferred maintenance of school buildings, five initiatives have had modest success.

A. New Corporate and Foundation Support

The current leadership of private schools, with help from alumni and friends in high places, has energetically searched for new sources of income and for ways that will make it less burdensome for parents to choose a private school. Some business executives have described, with admiration, the new and ingenious funding arrangements as an "educational crazy quilt." While the chief executive officers of Chicago's top businesses have given extraordinary leadership, personal time and corporate dollars to speed the reform of Chicago's public schools, they have also taken giant strides to come to the rescue of private schools serving the inner-city neighborhoods. Some of these new developments were:

- In 1988, a task force of Chicago United, the city's leading multi-racial coalition of Chicago business executives and a group active in public school reform, urged:

> member companies to contribute financial support to successful, inner-city private elementary and secondary schools. These schools perform an important public service by providing a much-needed, successful educational alternative in many low-income neighborhoods. Their graduates are an important source of the city's trained work force. . . .
>
> These schools also serve as an anchor of stability for many striving, low-income and working-class, tax-paying families who might otherwise leave the city. Many of these schools, however, face a serious financial crisis because the tuition fees which their students' families can afford are insufficient to cover operating costs.

- Foundations and corporations which once gave financial aid only to colleges and universities have enlarged substantially their support of private elementary and secondary schools. More than 100 Illinois corporations, which once matched employee gifts only to colleges, have extended their policy to match such donations to private elementary and secondary schools. The Chicago Tribune Foundation, for example, matched employee gifts in 1988, on a 2-to-1 basis, to 23 different private elementary and secondary schools in the Chicago area.

Local foundations which have recognized the importance of private schools and have made grants include: the Joyce Foundation, Brunswick Foundation, Chicago Community Trust, Amoco Foundation, Helen Brach Foundation, Coleman/Fannie May Candies Foundation, Borg-Warner Foundation, Lloyd A. Fry Foundation, MacArthur

Foundation, Pritzker Foundation, Dr. Scholl Foundation, Polk Brothers Foundation, Arthur J. Schmitt Foundation and Quaker Oats Foundation. This roster expands month by month.

- Fifty Chicago corporations pooled their resources to open the Corporate Community School, an independent, private school with 150 students (K-3), in the North Lawndale community of Chicago in 1988. Eventually, the tuition-free school will serve 300 students. The Catholic Archdiocese of Chicago donated the school building and the companies raised the first $3 million for a three-year budget.

B. Religious Organizations

Rather than relying on traditional patterns of support, not-for-profit centers and administrative offices serving local congregations have organized new approaches to the age-old problem of finding enough dollars to avoid school deficits.

- The Urban Non-Public Education Fund was established in the late 1980s by the MidAmerica Leadership Foundation in Chicago to aid "parochial, Protestant or independent schools." Staffed by volunteers, the Fund makes outright gifts of cash, donates in-kind gifts or services, and alerts "businesses or friends" to the specific needs of various inner-city private schools. Here is how the Fund describes the schools which it helps:

> With so much criticism being leveled at the education system in Chicago, one might think there is little chance of children developing into productive citizens. However, despair has never been part of the spirit of Chicago. In the face of rising teachers' salaries, ballooning administrative expense, and growing gangs among students, there are small, private schools that are producing unbelievable results. . . . Most students come from the poorest imaginable families. Parents have chosen this education for their children, and they participate in the educational process.
>
> Many of these schools are surviving on little more than will power. The most urgent need is for operating support and subsidized scholarship support for needy students. Some schools need capital support for building projects.

- Over the last 12 years, the Jewish Federation of Metropolitan Chicago substantially increased its funding for Jewish day schools. A "Standardized Scholarship Process" and a "Private School Aid Service" now ensure, through financial aid, that no child is turned away from a Jewish day school because of a parental inability to meet the cost of tuition. It is estimated that 40 to 50 percent of students in Jewish day schools receive some financial assistance.

• The Big Shoulders Fund, organized in 1986 by the Catholic Archbishop of Chicago, enlisted Chicago's top business executives in a continuing campaign to garner financial support from individuals, corporations and foundations on behalf of 135 Catholic inner-city schools which enroll 42,000 students. To date, the Fund has raised $19 million to be used for scholarships, special education programs, facility improvements, faculty support, and instructional equipment, for schools in extreme need. The Fund has significantly improved the survival rate among Chicago's inner-city Catholic schools.

In 1989 the archdiocese set up a Parish Educational Endowment Fund to attract "innovative sources of income" so that individual "parishes could plan ahead—to stem rising tuition costs at some parish schools and to prevent school closings in others." Parishes receiving grants from the Big Shoulders Fund would not be involved with the new endowment fund. Its goal is the long-term support of individual parish schools by special gifts, such as bequests, but not through ordinary parish revenues.

• The Andrew M. Greeley Foundation, with a $1 million endowment, was established in 1986 to provide matching funds to inner-city Catholic schools for scholarships and other school needs. The Foundation is supported by income from the sale of Father Greeley's popular novels.

C. Multiplying Scholarships

An Institute of Urban Life survey in 1989 of neighborhood-based, private elementary schools serving Chicago's inner-city neighborhoods found that (1) the tuition at the majority of the schools was less than $1,000 a year; and (2) a ceiling on any further increases in tuition was a top priority. (For example, at Holy Angels School in the Grand Boulevard community of Chicago, the yearly tuition was $420 a child. At Holy Family Lutheran School, the tuition cost per child was $77.50 a month. At St. Joseph's School on Orleans Street, across the street from the Cabrini-Green public housing project, the yearly tuition was $720 per family.)

To offset rising tuition costs and to maximize parental choice in inner-city neighborhoods, dozens of private schools have greatly expanded their scholarship and financial aid programs for students from lower-income families. The proportion of students who receive such aid has increased significantly. Some typical examples of this approach are:

• At Holy Family Lutheran School, where 40 percent of the students live in the Cabrini-Green public housing project, 70 percent of all students received a partial scholarship. The school's advisory council spearheads the search for individuals, corporations, suburban churches, and foundations to underwrite these tuition grants.

• At Josephinum High School on the city's near northwest side, 200 of the 330 students received partial scholarships, most worth at least $500. The tuition for "one daughter" was $1,295 and $2,200 for two or more. Tuition deductions up to $150 were given when an adult member of the family helped with any of the various fund-rising activities. The student body is largely black and Hispanic and 55 percent are not Catholic.

• More and more independent schools have been offering additional scholarships to attract better students from lower-income families. In the 1989-90 school year, for example, the Harvard School, one of Chicago's older private schools and situated in the Kenwood community, gave ten partial scholarships to those who had scored highest on an entrance exam. Similarly Morgan Park Academy provided 15 scholarships (one full and the others partial) to 8th grade students who ranked highest in an "honor scholarship competition."

• "High Jump," a newly organized program to recruit promising seventh and eighth grade students "from a disadvantaged environment" was established jointly by the Francis W. Parker and Latin Schools. The target is to enlist 18 to 20 students. Those who finish the program will be guaranteed a "place and scholarship" at one of the two schools.

• Financial aid and scholarships are increasingly being linked to work/study programs where students assist with basic school chores, such as errand-running, sweeping and cleaning. In the 1989-90 school year, Holy Trinity High School, for example, gave out 35 partial work scholarships.

• The Christian Brothers who operate five high schools in the Chicago area (De La Salle and St. Patrick High Schools in Chicago) have established a Christian Brothers Scholarship Endowment Fund that provides tuition grants to students who otherwise would not be able to attend. In 1988, the Fund gave out 83 such partial scholarships. Fifty percent of the recipients came from public schools, and 75 percent were not Catholics. The Christian Brothers explain that their schools:

> encourage their scholarship recipients to participate in work programs at the school, for which they can receive an additional tuition reduction. It is noteworthy that in several of our schools, most of the custodial care of the plant and grounds is very professionally done by students under staff supervision.

D. Community Initiatives

In the inner city, neighborhood institutions (parishes and social service agencies, for example) and persons (alumni, pastors and their friends, for example) work closely with the local school. They are involved with the students in various activities: tutoring,

counseling, recreation, and religious worship. They have an understandable concern for the future of outstanding graduates: What will become of these students as they leave a public or private elementary school? Will those from a low-income family obtain a high school and college education commensurate with their demonstrated talents? Will they waste their intellectual and leadership abilities? Will they steer clear of drugs, gangs and street crime? Will the religious and moral convictions they now hold stay with them into adulthood?

Concerned about the future of outstanding students from inner-city neighborhoods, community leaders and institutions have undertaken scholarship programs. Three of the many neighborhood-based initiatives are:

- At Holy Family elementary school on Roosevelt Road across the street from a giant public housing project, an informal "men's board" guarantees, to its students who do well in their studies and graduate, a scholarship at a private high school. Currently, 70 high school scholarships are in place. Another 15 who have finished high school have been able to obtain a scholarship (part or full time) at a Chicago area college.

- CYCLE, an acronym for Community Youth Creative Learning Experience, is an "outreach youth ministry" affiliated with the LaSalle Street Church. CYCLE describes itself as being "concerned with promoting the spiritual, educational, physical, and emotional growth of young people in and around the Cabrini-Green housing projects." In 1988, CYCLE coordinated various scholarship programs to benefit 157 students. Schools cooperating with the program include Latin School, Josephinum High School, Trinity High School, Francis Parker School, Providence-St. Mel School, and other private high schools in Chicago. The University of Illinois, Northeastern Illinois University and DePaul University are some of the colleges where students are enrolled—thanks to scholarships originated by CYCLE.

- Link Unlimited helps young blacks from Chicago's inner city to obtain the best possible high school education. Begun in 1966 by Father Thomas Swade of St. Dorothy Church, Link Unlimited has sponsored more than 600 students through high school. More than 300 Link students are now at some college or have graduated. Adults or couples, black and white, who sponsor a scholarship maintain close contact with the student throughout the school year and give help in obtaining a summer job. Link's membership today includes several thousand sponsors, parents, students and alumni who work together to achieve Link's four goals: "education, interracial harmony success and service." Here is how Link itself describes what it does:

> Young people are chosen for participation while still in the 8th grade. They need not have a record of academic excellence. Most are average or above-average students before entering the program. Grades improve markedly once they are aboard.

The summer before their freshman year, and for two subsequent summers, students are required to attend an intensive six-week summer school course at Loyola Academy in Wilmette. They get up at 5:00 AM to catch a six-thirty o'clock bus, and must pay $300 toward their tuition if they receive a "D", half tuition for an "F". Perfect attendance is rewarded at term's end with a hamburger, fries and milk shake; a somewhate less perfect record, with a smaller feast.

They are encouraged to participate in a number of Link Unlimited programs that range from tutoring of younger students to field trips to colleges and local organizations, from college and career days to personal counseling. They are also expected to maintain close contact with the sponsor who has agreed to pay all or a significant part of their $1,000 to $3,000 for each of four years.

For the sponsors, paying tuition is only the beginning. They also agree to forge a close personal relationship with their student, and if possible, to help him or her secure summer jobs and, after graduation, permanent jobs. This personal relationship is the heart of Link Unlimited.

E. Reaching Out

Many private schools have been flexible enough to accommodate their educational programs to the social and economic conditions of the communities they serve. In many Chicago neighborhoods, the number of single-parent and two-earner families continues to multiply. Their school-age children arrive with special needs. Schools, to fulfill their mission, then make scheduling and program changes. Most of the private schools are small enough to cater to students who require individualized attention. Hundreds of private schools in Chicago now offer parents one or more of the following activities:

• Pre-kindergarten programs have been installed to give children a headstart and supervised care.

• Extended day programs provide child care before school opens and after it closes, including breakfast and hot lunches. At St. Joseph elementary school on North Orleans Street, for example, the school doors open at 7:30 a.m. and close at 5:30 p.m.

• One-on-one tutoring, with adult volunteers, takes place weekdays after school or on Saturdays, to enable students to achieve the educational goals set for their age or grade levels.

• Special summer programs offer recreational and classroom activities, including remedial education.

Reaching out is not a one-way affair. The changing economic and social circumstances of families, including the growing number of college- educated mothers with young children, gave birth in 1984 to a new publication, Chicago Parent. This monthly tabloid (with 48 to 56 pages) focuses sharply on topics that interest young mothers. While beamed at parents generally, it has a special appeal for those with youngsters in private nursery and day schools. The success of the Chicago Parent reflects the widening concern and active involvement of city and suburban parents in the day-to-day education of their children.

V. Looking Ahead

This report was not designed to forecast enrollment in Chicago's private secondary and elementary schools or to project new openings and closings. Its purpose was to provide a data base of existing trends which could then be used by school planners and educators. Nevertheless, enrollment trends for the 1990s will be governed mainly by the answers to four sets of questions:

- Will the number of school age youngsters living in Chicago rise or fall in the 1990s? Will enrollments at public and private schools rise because of a small gain in Chicago births?

In 1960 births in Chicago reached an all-time high when 89,000 were recorded. Since then, the number diminished until 1978 when a new low of 53,148 births was recorded, a decrease of 40 percent. That dip in Chicago births had near-disastrous consequences for public and private school enrollments. Since 1978, however, Chicago births have inched upwards annually, reaching 56,552 in 1988, a growth of six percent. If this trend continues and if migration patterns remain about the same, overall enrollments in Chicago's public and private schools are likely to increase slightly.

- Will the overall survival rate of private schools, which leveled off in the 1980s, remain about the same in the 1990s or increase? Will city, county, state and federal governments finally recognize the contribution of these schools to the city's well-being?

With regard to the first question, the information provided in Chapter IV concerning innovative steps taken by private schools to ensure their survival bolsters a guarded optimism; it is, nevertheless, too early to assess the results of these operational changes. As for the second question, some insights are available in a recent report, Educational Choice: A Catalyst for School Reform, published (August 1989) by the task force on education of the City Club of Chicago. That report recommended:

> Accordingly, the educational agenda of the City Club of Chicago has a double objective: (I) to improve the education being provided to the city's half million children of school age; and (2) to empower parents so that they can, in fact, choose the school, public or private, which will best serve the special needs of their children. To achieve the twin objectives, three conditions will have to be met:

- Parents who desire to send their children to a public school only and who are displeased with the school to which their child has been assigned will be able to select another public school which will better respond, they are convinced, to their child's unique talents and interests.

- Parents who elect to send their children to a private school will not be put at a disadvantage because of poverty. In other words, poor families will be able to do for their children what wealthy parents now do: pick the best school for their youngsters.

- Parents who want the option of sending their child to the public or private school which best meets their child's educational needs will not only have a choice of public schools but will not be deterred from a private school because of inadequate family income.

The City Club report further recommended:

> For the sake of educational excellence and equity in the State of Illinois. . . the current state system of funding [schools] be replaced by a system of educational vouchers paid directly to Illinois parents whose dependents are eligible for enrollment in the state's primary and secondary schools. The voucher goes to parents directly, not to the public or private school. The parents are then free to use the voucher to enroll their children in the school of their choice.

- Will the new reforms installed in the Chicago Public Schools upgrade the quality of education being provided in inner-city schools? Will the general perception and day-to-day reality improve significantly enough to halt the outflow of students?

Since the reforms mandated by the Illinois legislature were first implemented in the 1989-90 school year, no assessment of their impact is yet possible. The enrollment in Chicago's public schools peaked at 580,000 in 1969. Since then the number of students has slipped steadily, reaching a new low of 410,000 in the 1989-90 school year, a decline of 29 percent. Not all of this decrease can be assigned to falling birth rates, smaller families and Chicago's aging population. Each year more public school parents transfer their children to other school systems in Chicago or the suburbs.

- Will the various religious groups continue to give high priority to their schools? Will the committment to religious day schools be further strengthened as Sunday schools and other part-time religious education programs falter?

The answer to these two questions can be deciphered, in a preliminary way, from the information presented in Chapters II, III and IV. Given the diversity among religious day schools, overall generalizations are extremely risky.

* * * * *

These then are the principal local factors which shape the future of Chicago's private schools—their enrollments and their growth or decline in number. Given the extraordinary diversity among the schools, individual differences among them will also have to be taken into account in order to obtain any balanced assessment of future trends.

Appendix: Local Associations and Central Offices for Private Schools

Ad Hoc Committee for Illinois Home Education: Dorothy Werner; 1400 N. Mason; Chicago, IL 60651; 312/889-7608

Alternative Schools Network: Jack Wuest, Director; 1105 W. Lawrence Ave.; Chicago, IL 60640; 312/728-4030

Archdiocese of Chicago, Office of Catholic Education: Sister Mary Brian Costello, R.S.M., Superintendent; 155 E. Superior St.; Chicago, IL 60611; 312/751-5243

Associated Talmud Torahs of Chicago: Rabbi Harvey A. Well, Superintendent; 2828 W. Pratt Blvd.; Chicago, IL 60645; 312/973-2828

Christian Schools International, District III: Alvin Vanden Bosch, Executive Secretary; 2261 Indiana Ave.; Lansing, IL 60438; 708/474-0515

Christian Schools of Illinois: Rev. Eddy Hathcoat, President; 316 N. Sycamore St.; Genoa, IL 60135; 815/784-2616

Coordinating Council for Handicapped Children: Charlotte Des Jardins, Executive Director; 20 E. Jackson Blvd. Chicago, IL 60604; 312/939-3513

Episcopal Diocese of Chicago: Rev. Canon Robert P. Taylor, Director of Programs and Missions; 65 E. Huron St. Chicago, IL 606ll; 312/787-6410

Evangelical Lutheran Church in America, Division for Education: Billie Navarro, Director for Schools; 8765 W. Higgins Rd. Chicago, IL 60631; 312/380-2850

Greek Orthodox Dioceses of Chicago: Dr. Fotios Litsas, Director of Greek Education; 40 E. Burton Pl.; Chicago, IL 60610 312/337-4130

Illinois Advisory Committee on Non-public Schools: Alvin Vanden Bosch, Chairman; 2261 Indiana Ave.; Lansing, IL 60438; 708/474-0515

Illinois Association of Christian Schools: Lee Duncan; 1017 N. School St.; P.O. Box 587; Normal, IL 61761; 309/452-7912

Illinois Montessori Society: William M. Cramer, President; P.O. Box 654; Libertyville, IL 60048; 708/367-4471

Independent Schools Association of Central States: Thomas Read, President; 1400 W. Maple; Downers Grove, IL 60515 708/971-3581

Independent Schools Association of Greater Chicago: Anne Tyskling, Executive Director; 1234 Madison Park ; Chicago, IL 60615; 312/538-4986

Jewish Federation of Metropolitan Chicago, Board of Jewish Education: Dr. Gerald A. Teller, Superintendent 618 S. Michigan Ave.; Chicago, IL 60605; 312/427-5570

Lutheran Church Missouri Synod—Northern Illinois District, Office of Christian Education: Dr. W. James Kirchhoff, Superintendent; 2301 S. Wolf Rd.; Hillside, IL 60162; 708/449-3020

Lutheran High School Association of Greater Chicago: Paul Trettin, President; 333 W. Lake St.; Addison, IL 60l0l 708/628-6289

Pre-School Owners Association of Illinois: Dorothy Lombardo, General Office Manager; 7250 W. Touhy Ave.; Chicago, IL 60648; 312/631-3633

Seventh Day Adventists, Illinois Conference, Education Department: Dr. Dwight Mayberry, Superintendent of Education 3721 Prairie Ave.; Brookfield, IL 60513; 708/485-1200

Seventh Day Adventists, Lake Region Conference, Education Department: Ivan Van Lange, Superintendent of Education 8517 S. State; Chicago, IL 60619; 312/846-2661

Solomon Schechter Day Schools: Jay Leberman; 350 Lee Rd.; Northbrook, IL 60062; 708/498-2100